

Subpart 6: Director of Early Childhood Education Competencies

A. Instructional Leadership

Code	Explores	Implements	Designs, Evaluates, Improves
6.A.1	Learning about literacy and numeracy systems and how to apply them programwide and schoolwide.	Demonstrating the ability to understand and apply schoolwide literacy and numeracy systems.	Demonstrating the ability to review and evaluate the impact and effectiveness of programwide and schoolwide literacy and numeracy systems.
Q:	<i>What components comprise your literacy and numeracy systems? How does your design for literacy/numeracy curriculum demonstrate that interrelated systems work together in a systemic way? How do you ensure that your literacy/numeracy curriculum provides a coherent message to students and families? How does your literacy/numeracy curriculum unite teachers in a common vision with coherent actions?</i>		
S-A or Goals			
6.A.2	Learning about literacy and numeracy systems and how to apply them districtwide, or in multiple sites/locations.	Demonstrating the ability to understand and apply districtwide literacy and numeracy systems in multiple sites/locations.	Demonstrating the ability to review and evaluate the impact and effectiveness of districtwide and/or sitewide literacy and numeracy systems.
Q:	<i>What are ways of ensuring your literacy and numeracy systems are implemented in a cohesive, coherent manner in multiple sites or locations? How do you assess and evaluate the fidelity of the implementation of your literacy and numeracy systems?</i>		
S-A or Goals			
6.A.3	Continuously learning about developmentally appropriate learning experiences.	Demonstrating the ability to understand and apply developmentally appropriate learning experiences.	Observing and evaluating to ensure developmentally appropriate learning experiences throughout programs and schools.
Q:	<i>How do you demonstrate continuous growth in learning about and understanding developmentally appropriate learning experiences? How do you encourage and support others in this endeavor? How do you evaluate others to ensure continual deepening of understanding and skill of applying developmentally appropriate learning experiences?</i>		
S-A or Goals			
6.A.4	Learning about adult education principles and standards of practice.	Demonstrating the ability to understand and apply adult education principles and standards of practice.	Reviewing and evaluating adult education principles and standards of practice, implementing changes based on evidence.
Q:	<i>How do adults learn (and how is it different/similar that how young children learn)? What are essential or important adult education principles and standards of practice? How do you evaluate your work to ensure you are following best practices and well-established theories?</i>		
S-A or Goals			

6.A.5	Learning about family engagement practices and programs, and parenting education.	Demonstrating the ability to understand and implement family engagement practices and programs, including parenting education.	Demonstrating the ability to review and evaluate family engagement practices and programs for impact and effectiveness.
Q:	<i>How do you learn about family engagement practices and programs? How do you implement systemic family engagement into your programs/schools/districts? What is your role in family engagement beyond early childhood? How do you evaluate and improve your family engagement practices and system?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective
- d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning mcollaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Goals, Resources